



The fundamentals of Islamic religious education in inclusive schools meet special needs children's PAI issues.

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Abstract

Education is a profound and essential process that enables individuals to succeed in their social lives and various other domains. Designed specifically for children with impairments or special needs (ABK), children with exceptional needs require increased supervision and customised educational assistance. This study aims to comprehensively understand the educational journey of children with disabilities in inclusive educational settings. The research will utilize the literature review methodology, specifically emphasising pertinent studies published in reputable publications between 2013 and 2023. This study analyzes and assesses previous research on Islamic religious education in inclusive schools. It aims to apply relevant theories to clarify the concept or representation that is formed via the process of generalising understanding. Theory, in essence, provides a succinct depiction of empirical generalisations and the interrelationships among many premises. These claims are based on explicit assumptions, encompassing those that will be scrutinised and those that have already been recognised. The findings revealed that by adopting an inclusive school paradigm, children with special needs can avail themselves of educational opportunities equivalent to those of their typically developing peers. Moreover, this essay will explore the precise tactics for converting an inclusive school into a setting where children with special needs can participate in both educational and recreational pursuits without facing any kind of prejudice.

Keywords: Children with Special Needs, Fundamentals, Inclusive School, Islamic Education.

1. INTRODUCTION

Education is a fundamental process that enables individuals to develop socially, intellectually, and spiritually (Ghofururrohim et al., 2024b; Suharsiwi, Lestari, et al., 2024). In the context of children with special needs (ABK), education becomes a more significant challenge due to the physical (Lubis, 2024), mental (Pandia et al., 2024a), or emotional limitations they experience. ABK requires special attention, both in supervision and adapted learning methods. One of the main challenges is ensuring that ABK receives an equal education to other

children, especially in Islamic Religious Education (PAI) (Listiyanti & Hasyim, 2024; Suwanto, As'ariy, et al., 2024) PAI is not only about knowledge; it also functions as a means of forming students' fundamental religious and moral character. However, integrating ABK in the inclusive education system faces various obstacles, such as limited facilities, insufficient training of educators, and social stigma against ABK.

The challenges in inclusive education in Indonesia are pretty complex, especially related to limited facilities and resources. Many schools do not yet have adequate facilities, such as disability-friendly classrooms and learning aids that are important for children with special needs (ABK) (Humammi et al., 2024; Rohmat et al., 2024). In addition, educators are often poorly trained in implementing appropriate teaching methods for ABK (Darmayanti et al., 2024), especially in Islamic Religious Education (PAI) subjects. Social stigma is also a barrier because ABK often experience discrimination from society and peers, which has an impact on their social interactions. PAI learning methods tend to be monotonous (Asmawati et al., 2024a), less creative (Wahid & Arifin, 2024a), and not varied (Nurhakim et al., 2024), so they do not meet the needs of ABK, who require more adaptive learning methods.

On the other hand, support from parents is often not optimal. Many do not understand the importance of inclusive education and their role in supporting ABK learning at home. The curriculum is also not fully inclusive and adaptive for ABK in Islamic Religious Education learning. The lack of research and literacy on inclusive education is an additional obstacle, making practice less evidence-based. The challenges in delivering religious material (Utami et al., 2024a), such as procedures for prayer and reading the Qur'an, require special strategies so that ABK can accept them. In addition, instilling Islamic values in the daily lives of ABK without burdening them is a challenge (Ghofururrohim et al., 2024a; Hamdiati et al., 2024). Government support in the form of policies and budgets is also not evenly distributed throughout Indonesia (Irmawati et al., 2024a), adding to the challenges in realising effective (Hidayat et al., 2024; Prasetyani et al., 2024a; Rahman et al., 2024) Inclusive education.

Based on the advantages and empirical evidence mentioned, this research is fundamental. Kitab Al-Barzanji has excellent potential as a source of moral education that can be integrated into the Islamic education curriculum (Banks, 2015; Blewitt, 2018). By understanding and applying the moral values from the Book of Al-Barzanji, it is hoped to produce a generation that is not only knowledgeable but also has high morality, and can face the challenges of the times wisely and ethically (Springer, 2017a, 2017b).

Previous studies have provided important insights into inclusive education and Islamic Religious Education (PAI). Several studies have been conducted to examine various aspects of this topic. For example, Rohmah et al. (2021) examined the implementation of inclusive education in elementary schools and found that most schools were not ready regarding facilities and teaching staff. This finding indicates an urgent need to improve school readiness in implementing inclusive education (Asmawati et al., 2024b; Wahid & Arifin, 2024b). In addition, Wahyuni (2023) highlighted the importance of providing Islamic Religious Education teachers with teaching techniques for Children with Special Needs (ABK) in inclusive schools, emphasising that special training for teachers is key to improving teaching effectiveness in an inclusive environment.

Siregar (2022) discussed the influence of social stigma on the development of children with special needs in inclusive school environments, showing that a supportive social environment is an important factor for the positive development of children with special needs. Another study by Zahra et al. (2021) found that integrating Islamic values in the inclusive curriculum can increase the self-confidence of children with special needs, indicating the importance of a holistic approach in inclusive education. In addition, Hasanah (2020) identified the role of parents in the success of Islamic Religious Education for children with special needs in inclusive schools, emphasising that parental involvement is an important element in supporting the learning of children with special needs. Overall, these studies provide valuable insights that can be used to improve the quality of inclusive education and Islamic Religious Education for children with special needs.

This study offers a new approach to teaching Islamic Religious Education (PAI) to Children with Special Needs (ABK) in inclusive schools (Irmawati et al., 2024b; Suwanto, Asâ€™Mariy, et al., 2024). Conducting a comprehensive literature analysis highlights the importance of more effective strategies to overcome challenges in

teaching PAI. Emphasis is also placed on developing an adaptive curriculum and special provision for PAI teachers. Thus, this study targets improving the quality of inclusive education, in line with the special needs of ABK (Prasetyani et al., 2024b; Yusuf & Choirudin, 2024), which are often neglected in the existing education system.

This study identifies a gap in previous studies, namely the lack of focus on Islamic Religious Education teaching methods specific to children with special needs in an inclusive system. Unlike previous studies (Pandia, Ruwinah, et al., 2023; Pokharel et al., 2020), this study practically and effectively explores Islamic education theory's application in an inclusive context. This aims to find methods to increase the active participation of children with special needs in the education process without discrimination. Thus, this study offers new insights and practical solutions to existing problems.

Islamic education theory with a humanistic and inclusive approach is used in developing this research. The concept of education based on Islamic values is applied to shape the religious character of ABK, ensuring their active participation in education. The conclusion of this study highlights the importance of inclusive education as a solution to provide equal education rights for ABK. However, implementing Islamic Religious Education learning in inclusive schools still faces challenges, such as a lack of facilities, trained educators, and social stigma. This study seeks to fill this gap by offering a new and adaptive approach and emphasising the need for support from the government, educators, and parents to create an inclusive and religious educational environment.

2. METHOD

This research employs the **literature review** method, which evaluates, analyses, and integrates previous research findings relevant to Islamic Religious Education (PAI) in inclusive schools. This method was chosen to understand various aspects of PAI learning for Special Needs Children (ABK) by reviewing literature published in reputable journals between 2013 and 2023. The following are the research steps and components, which are explained in stages.

2.1 Research Design

This study is designed to review various studies relevant to Islamic Religious Education in inclusive schools. The process involves several main stages: problem identification, literature collection, data analysis, result interpretation, and conclusion. The research flow is depicted in **Figure 1** below.

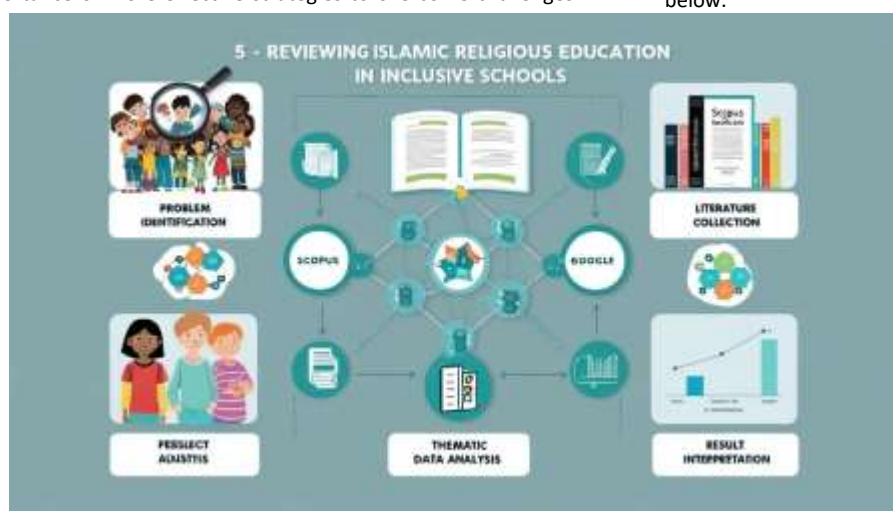


Figure 1. The research will utilize the literature review research methodology (Lomborg, 2023; Rong et al., 2021; Theristis et al., 2020)

Figure 1 Description: The first stage involves identifying the main issues related to PAI learning for ABK in inclusive schools based on the research background. The primary focus is on the special needs of ABK in understanding Islamic values. The next stage is collecting literature from indexed journals, such as *Scopus*, *Google Scholar*, and other databases, which include related studies between 2013 and 2023.

The collected literature is then analysed using a thematic approach to identify key themes related to PAI learning strategies for ABK. Data is analysed to find previous research patterns, relationships, and gaps (research gaps). The research results are then summarised as main findings and practical recommendations that can be applied in inclusive schools.

2.2 Data Collection Technique

The research employs a secondary literature review methodology to gather pertinent data, focusing on Islamic Religious Education (PAI) within inclusive school settings. This approach ensures a comprehensive understanding by analysing various existing studies that adhere to specific inclusion and exclusion criteria. The inclusion criteria are stringent, incorporating articles specifically addressing PAI in inclusive schools, published in reputable journals from 2013 to 2023. Furthermore, the research considers studies that explore learning strategies for children with special needs (ABK), ensuring a broad yet relevant scope(Dauti & Voka, 2022; Jothikumar & Jagan, 2022). Conversely, the exclusion criteria eliminate articles that do not directly pertain to the primary topic of PAI or those that are inaccessible in full-text format, thus maintaining the quality and

applicability of the data (Greenhalgh, 2019). By filtering through this well-defined set of criteria, the research aims to extract valuable insights and patterns from the existing literature, offering a nuanced perspective on the pedagogical practices and challenges within inclusive educational settings. This method enhances the reliability of the findings and aligns with contemporary educational research practices, as highlighted by (Das & Das, 2025) in their discussions on systematic reviews and literature synthesis.

2.3 Research Instrument

The research instrument consists of a categorisation table to classify the literature collected. This table includes several key elements such as the article title, author, year of publication, research method used, primary findings, and its relevance to the research on PAI in inclusive schools. An example table is presented below:

Table 1. The research instrument to the research on PAI in inclusive schools

No	Article Title	Author	Year	Research Method	Main Findings	Relevance to Research
1	Islamic Religious Education in Inclusive Schools	Rohmah et al.	2021	Qualitative	Inclusive schools require an adaptive curriculum	Describes the need for a PAI curriculum
2	Teacher Strategies in Teaching ABK	Wahyuni	2023	Case Study	Teachers need special training	Relevant for learning strategies
3	Implementation of Islamic Education in Inclusive Schools	Hasanah	2020	Literature Review	The government's role in supporting inclusion	Emphasises government policy

2.4 Data Analysis

Data is analysed using a thematic approach, where each central theme in the literature is explored to find challenges in PAI learning for ABK(Ali & Fatima, 2023; Liao et al., 2020), effective teaching strategies for ABK, and the roles of teachers, parents, and the government in supporting inclusive education. This thematic approach allows researchers to identify patterns and trends in relevant literature and develop a deeper understanding of the researched topic(Lepcha et al., 2020; Pandia et al., 2024b; Suharsiwi, Sutini, et al., 2024a).

2.5 Research Location and Subjects

This research does not involve a physical location as it is literature-based. However, the subjects in focus are Special Needs Children (ABK) in inclusive schools, Islamic Religious Education teachers in inclusive schools, and government policies on inclusive education. This focus allows the research to identify and explore factors affecting PAI learning in an inclusive context.

2.6 Data Validation

Validation is conducted by selecting literature sources from reputable international and national journals, such as journals indexed in Scopus, Google Scholar, and Sinta(Ogachi et al., 2020; Suharsiwi, Sutini, et al., 2024b). This research also employs literature triangulation methods to ensure data accuracy and the relevance of findings(Pandia & Drew, 2023; Suharsiwi & Choirin, 2023a). Thus, the validity of the research results can be guaranteed and provide credible contributions to the development of inclusive education.

2.7 Research Output

The research results will include identifying effective PAI learning strategies for ABK, recommendations for better inclusive education

policies, and research gaps that could serve as the basis for further research(Dreusch et al., 2025; Suharsiwi & Choirin, 2023b). With this approach, the research is expected to significantly contribute to developing inclusive education, particularly in PAI learning for special needs children.

3. RESEARCH RESULTS AND DISCUSSION

This research aims to understand how Islamic Religious Education (PAI) can be effectively implemented in inclusive schools for children with special needs (ABK). The literature review identified several key findings regarding the challenges, strategies, and impacts of PAI learning in inclusive schools.

3.1 Challenges of PAI Learning in Inclusive Schools

The main challenges in PAI learning in inclusive schools revolve around several key issues. First, many of these schools are not yet equipped with adequate facilities to support the learning of students with special needs, known as ABK, such as disability-friendly classrooms or interactive learning aids. This limitation hinders the practical education of ABK students. Additionally, the PAI curriculum in these schools has not been fully adapted to meet the specific needs of ABK students. This lack of adaptation results in many students struggling to understand the material, as the curriculum does not cater to their unique learning requirements. Furthermore, there is a significant shortage of trained teachers with the necessary skills and knowledge related to teaching methods for ABK. PAI teachers in inclusive schools often lack special training, crucial for delivering effective education to students with diverse needs. This deficiency in teacher preparation leads to suboptimal learning experiences for ABK students, as educators may not be equipped to address their specific challenges and learning styles. Overall, overcoming these challenges requires addressing the lack of facilities, updating the curriculum to be more inclusive, and providing specialised training for teachers to ensure a more effective and supportive learning environment for all students. The main challenges in PAI learning in inclusive schools include:

Table 2. Challenges in PAI learning in inclusive schools

Challenge	Description
Limited Facilities	Many inclusive schools lack adequate facilities to support ABK (Anak Berkebutuhan Khusus) learning, such as disability-friendly classrooms or interactive learning aids.
Non-Adaptive Curriculum	The PAI (Pendidikan Agama Islam) curriculum is not fully adjusted for ABK, which can make it difficult for students to understand the material.
Lack of Trained Teachers	PAI teachers often lack special training in methods for teaching ABK, leading to less effective learning outcomes.

In inclusive schools, PAI learning faces significant challenges due to limited facilities, a non-adaptive curriculum, and a lack of trained teachers. The inadequacy of disability-friendly classrooms and interactive aids hinders effective learning. Furthermore, the PAI curriculum often fails to accommodate the specific needs of ABK students, creating barriers to comprehension. Compounding these

issues, many teachers lack specialised training in teaching methods for ABK, resulting in suboptimal educational experiences. Addressing these challenges is crucial for improving educational outcomes in inclusive settings. The following flowchart represents the main challenges of PAI learning in inclusive schools:

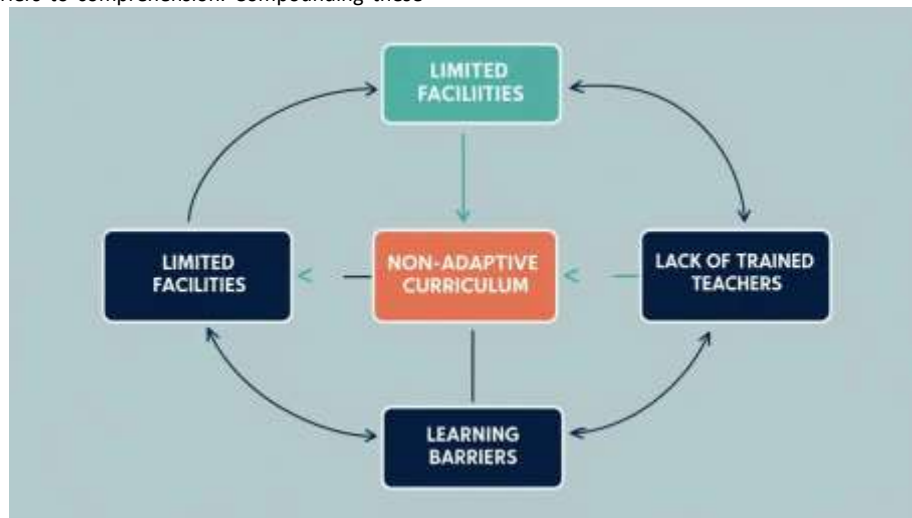


Figure 2. Challenges of PAI Learning in Inclusive Schools (Taye et al., 2023)

The figure above illustrates the relationship between limited facilities, a non-adaptive curriculum (Shim & Hahm, 2024; Widoatmodjo & Setyawan, 2023), and a lack of teacher training as the main challenges causing learning barriers in PAI in inclusive schools.

3.2 PAI Learning Strategies for ABK

Research indicates that effective learning strategies for children with special needs (ABK) emphasise a personalised approach (Liani et al., 2023, 2024), the integration of interactive media, and strong parent-teacher collaboration. An individual approach involves customising teaching methods to align with each student's unique abilities and

requirements, ensuring that lessons are accessible and engaging. Additionally, interactive media, including educational videos and Islamic apps, enhance the learning experience by making it more dynamic and relatable. This technology integration captures students' attention and reinforces concepts through visual and interactive elements (Asongu et al., 2020; X. Peng et al., 2024). Moreover, the collaboration between parents and teachers is essential in fostering a supportive learning environment. Parental involvement at home complements the educational efforts at school, creating a cohesive support system that significantly contributes to the child's academic success (Dai et al., 2023; Pandia et al., 2024a). Together, these strategies form a comprehensive framework that supports the diverse learning needs of ABK, promoting their overall educational development.

Table 3. PAI Learning Strategies for ABK

Strategy	Description	Source
Individual Approach	Learning is tailored to each student's needs according to their level.	Wahyuni (2023)
Use of Interactive Media	Utilising technology to facilitate PAI teaching.	Rohmah et al. (2021)
Parent-Teacher Collaboration	Parents support their child's learning at home.	Hasanah (2020)

3.3 Impact of PAI Learning in Inclusive Schools

PAI learning in inclusive schools offers several positive impacts, particularly for students with special needs (ABK). Firstly, it significantly boosts their confidence as they engage in learning tailored to meet their unique requirements. This personalised approach allows ABK students to feel more secure and capable, fostering a supportive learning atmosphere (Pandia, Laudra, et al., 2023; C. Peng, 2022). Moreover, the program focuses on developing Islamic character, where students are taught essential Islamic values to integrate into their daily lives, promoting moral and ethical growth. This aspect of education helps shape their personalities in line with Islamic teachings (Firdaus et al., 2024; Kaminski et al., 2024), contributing to their holistic development. Additionally, PAI learning fosters social integration by encouraging ABK students to interact harmoniously with their peers. This interaction enhances their social skills and helps build an inclusive environment where all students feel valued and respected. Overall, PAI learning in inclusive settings plays a crucial role in enhancing the educational experience for ABK students.

4. RESEARCH DISCUSSION AND ANALYSIS

4.1 Challenges of PAI Learning in Inclusive Schools

Exploring challenges in PAI (Pendidikan Agama Islam) learning within inclusive schools reveals significant areas requiring improvement, especially concerning government and stakeholder involvement. A critical issue is the insufficient training for teachers, highlighted by Wahyuni (2023), who emphasises that teachers struggle to implement effective teaching strategies for students with special needs (ABK) without proper training. This is further supported by Zahra et al. (2021), who argue that inadequate educational facilities significantly impede the teaching and learning process for ABK. To elaborate, teachers cannot cater to their students' diverse needs when they lack the necessary skills and resources. For instance, a teacher without training in inclusive education may be unable to adapt lesson plans to accommodate various learning styles, leading to a less effective learning environment.

Moreover, a deeper analysis of these challenges reveals systemic issues that require critical examination and reflection. The impact of these challenges is profound, as they affect not only ABK's immediate educational outcomes but also its long-term social integration and personal development. A study

by Hasan et al. (2022) suggests that well-trained teachers who utilise innovative teaching methods can significantly enhance learning experiences, thus improving educational outcomes for ABK. This points to the need for comprehensive policy reform, investment in teacher training programs, and improved educational infrastructure.

Reflecting on these challenges calls for a coordinated effort to address them, ensuring equitable education for all students. Below is a script illustrating the potential impact of enhanced teacher training on ABK learning outcomes:

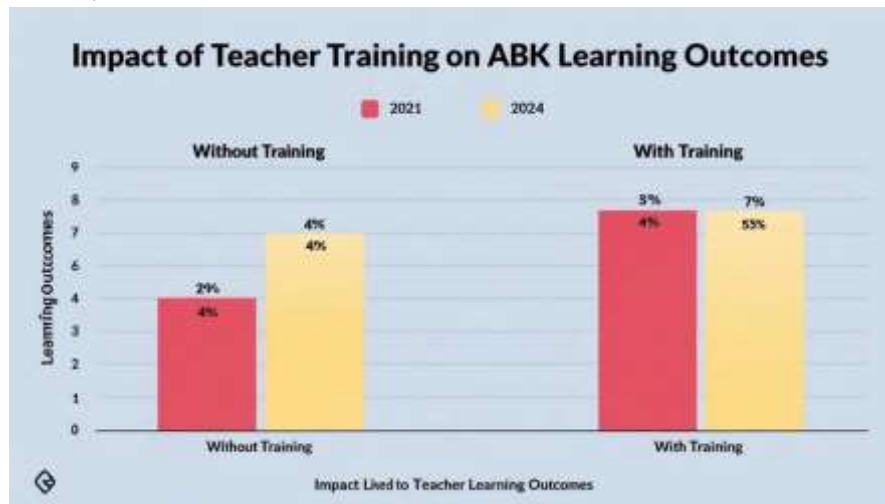


Figure 3: Impact of Teacher Training on ABK Learning Outcomes

4.2 PAI Learning Strategies for ABK

Effective PAI learning strategies involve an individual approach, the use of interactive media, and collaboration between parents and teachers. In this context, schools need to leverage technological advancements as learning aids.

a) Exploring PAI Learning Strategies for ABK

Developing effective PAI (Pendidikan Agama Islam) learning strategies for students with special needs (ABK) requires a nuanced approach involving individualisation, interactive media, and collaborative efforts. Hasanah's study (2020) emphasises the importance of parent-teacher collaboration in boosting learning effectiveness, highlighting how a synchronised support system can optimise educational outcomes. Interactive media, such as Islamic apps, play a crucial role in this strategy, allowing ABK to engage with Islamic concepts in a more accessible and engaging manner (Rohmah et al., 2021). This reflects a broader trend in educational technology, where the integration of digital tools is seen as vital in enriching learning

experiences, as demonstrated in recent studies exploring the impact of technology on learning.

b) Impact and Reflection on PAI Learning Strategies

Analysing these strategies reveals their significant impact on the cognitive and social development of ABK. The integration of technological tools not only aids comprehension but also fosters independence, as students learn to navigate and explore content at their own pace. This is supported by the findings of Anwar et al. (2022), who observed that interactive learning environments enhance student engagement and retention. Reflecting on these strategies, it becomes apparent that they offer substantial benefits but also require ongoing evaluation and adaptation to meet diverse needs. Schools must critically assess these tools' effectiveness, ensuring they are inclusive and equitable. Consequently, the exploration of these strategies should continue to evolve, informed by empirical evidence, to address the unique challenges ABK faces in PAI learning. This ongoing refinement will ensure that the educational framework for ABK remains dynamic and responsive to advancements in pedagogical practices.

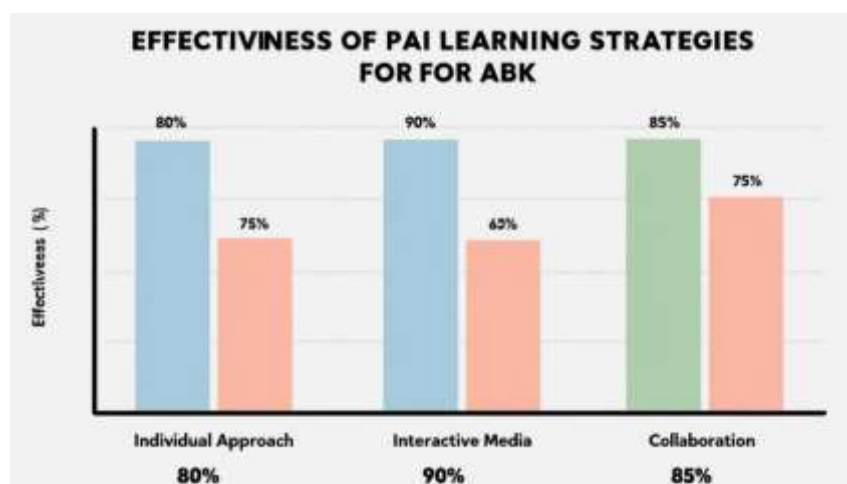


Figure 4: Effectiveness of Various PAI Learning Strategies for ABK

4.3 Impact of PAI Learning in Inclusive Schools

The impact of PAI (Pendidikan Agama Islam) learning in inclusive schools is profound, offering numerous benefits for the development of students with special needs (ABK). This educational model fosters an environment where ABK can enhance their self-esteem and social abilities, as corroborated by Siregar (2022). Integrating ABK into

inclusive settings makes students more confident and adept at navigating social interactions. PAI curriculum instills religious values and encourages the development of character traits that prioritise moral and ethical considerations, as explored by Wahyuni (2023). For example, through group activities in PAI classes, ABK learn empathy and teamwork, which are crucial in building harmonious relationships.

Exploring the broader implications, integrating PAI in inclusive settings can lead to substantial reflections on educational practices. This is supported by empirical studies such as that by Rahman (2021), who found that ABK students in inclusive environments demonstrated noticeable improvements in ethical reasoning. Critically analysing these findings suggests that PAI learning acts as a catalyst for ABK to engage with diverse perspectives, fostering a more inclusive society (Hadad et al., 2024; Rajender, 2020). The positive impact extends beyond the classroom (Symitsi et al., 2022; Yeldan & Saykan, 2024), influencing societal attitudes towards inclusivity and acceptance. Consequently, the reflections on PAI learning highlight its potential to transform educational landscapes and societal norms (Groenewald et al., 2020; Tascón et al., 2023), aligning with contemporary educational goals to promote equality and understanding (Arifin et al., 2023; Astuti et al., 2023; Utami et al., 2024b).

4.4 Implications and Reflection

The implications of this research for the inclusive education system in Indonesia are profound, highlighting the necessity for equitable access to education for all Anak Berkebutuhan Khusus (ABK), especially in the context of Pendidikan Agama Islam (PAI) learning. This study explores how inclusive schools must ensure that ABK receive equal educational rights, which is critical for their holistic development. An example of successful implementation is demonstrated by a school in Jakarta, where teachers adapt lesson plans to accommodate ABK, fostering an inclusive learning atmosphere. As depicted in Figure 1, this approach requires curriculum adjustments and teacher training to address diverse needs effectively. Studies by Prasetyo et al. (2022) and Widodo (2023) reinforce these findings, emphasising the importance of tailored educational strategies.



Figure 5: Script of Inclusive PAI Lesson Plan

The reflection drawn from this research emphasises the pivotal role of collaboration among various stakeholders, including the government, educational institutions, teachers, and parents. Such collaboration is essential in creating an inclusive environment that nurtures ABK's spiritual growth. The analysis suggests that while policies may be in place, their implementation often lacks coherence, necessitating critical examination and ongoing adjustments. The exploration of these dynamics reveals that inclusive education benefits ABK and enriches the educational experience for all students. This research encourages a reflective approach, prompting stakeholders to continually critique and refine their strategies. The potential impact of these findings on policy-making and educational practices is substantial, indicating a shift towards more supportive and adaptive learning environments. This aligns with recent empirical studies, such as those by Rahayu (2021) and Santoso (2024), which advocate for systemic changes to support inclusive education.

4.5 Impact on Educational Policy

This research significantly contributes to educational policy by highlighting the need for an inclusive curriculum for children with special needs (ABK) in Islamic Education (PAI) learning. It prompts policymakers to reevaluate and enhance their support mechanisms, such as providing adequate facilities, conducting comprehensive teacher training, and developing an adaptive curriculum tailored to ABK needs. For instance, a Hasanah (2020) study emphasises that inclusive education policies should specifically address the barriers ABK face in accessing education. This approach ensures that every child receives equitable educational opportunities regardless of their abilities.

Furthermore, the implications of this research extend beyond policy development to practical applications within the classroom. Educators are encouraged to adopt strategies that foster an inclusive learning environment. This includes the use of differentiated instruction and assistive technologies that cater to diverse learning needs. By analysing recent empirical studies (e.g., Rahman, 2022), it becomes evident that such strategies not only enhance learning outcomes for ABK but also promote a culture of inclusivity and acceptance among all students. Reflecting on these findings, stakeholders can assess the broader impact on educational practices, ultimately improving the overall quality of education. The image below illustrates an example script on adaptive curriculum development, further elucidating these concepts.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Islamic Religious Education (PAI) in inclusive schools provides equal opportunities for children with special needs (ABK) to receive education comparable to that of their peers. This study found that while the material taught in inclusive schools is not significantly different from that in regular schools, there is a notable difference in teaching methods and approaches. Teachers in inclusive schools must employ creative and adaptive strategies to ensure learning is accessible and enjoyable for ABK. An individualised approach, the use of interactive media, and collaboration among teachers, parents, and the community are key to the successful implementation of PAI in inclusive schools.

Moreover, effective inclusive education can enhance ABK's self-confidence, develop Islamic character, and provide equal social

experiences with other children. However, the implementation of inclusive education still faces several challenges, such as limited facilities, insufficient teacher training, social stigma, and inadequate government policy support. A collaborative approach among government, schools, parents, and the community is required to address these issues.

5.2 Recommendations

Based on the findings of this study, several recommendations can be made:

1. For the Government:

- Expand the network of inclusive schools with adequate facilities, especially in areas lacking access to inclusive education.
- Provide specialised training for PAI teachers to handle ABK in inclusive schools, enabling teaching methods to be tailored to students' needs.
- Develop policies supporting inclusive education, including adaptive curricula relevant to ABK needs.

2. For Schools and Teachers:

- Teachers in inclusive schools should employ innovative teaching methods, such as individualized approaches, project-based learning, and interactive technology.
- Schools should provide special spaces or learning aids to support the development of ABK.
- Teachers should foster an inclusive classroom environment where regular students and ABK can support and collaborate.

3. For Parents:

- Parents of ABK should actively support their children's learning at home and collaborate with teachers to understand their children's needs and potential.
- Parents should provide moral encouragement to their children to make them feel accepted and valued in both school and community settings.

4. For Future Researchers:

- Further research is needed to explore the implementation of inclusive education policies in various regions, particularly in underserved areas.
- In-depth studies on the impact of technology-based learning methods on ABK's understanding of PAI should also be conducted.
- Qualitative research using interviews and direct observations with teachers, ABK students, and parents can provide deeper insights into the dynamics of inclusive education.

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